MIDDLEBURY COLLEGE

Your Family and Middlebury

Sent by the College to Middlebury Parents and Friends

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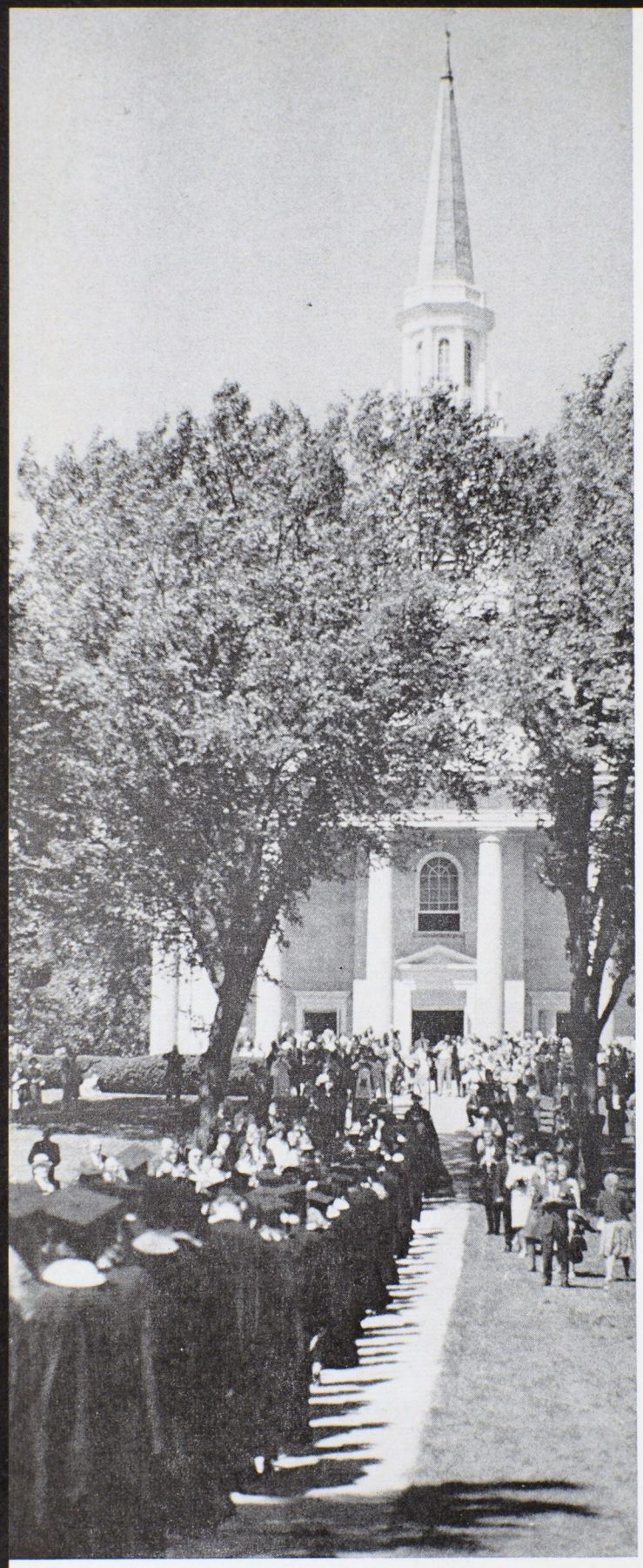

The traditional Baccalaureate ceremony was held in Mead Chapel. The address was given by President James I. Armstrong (*see page 4*).

The Hon. Philip H. Hoff, Governo Vermont, discusses "A Revolution The Spirit," in his address at the 1 Commencement of the College.

Thirty-one seniors received Army commissions as second lieutenant at Commencement. Two graduate were awarded commissions in th Marine Corps.

Honorary degree recipient William Martin, Jr., Chairman of the Federal Reserve System, and daughter Cynthia of the Class of 1966.

MENCEMENT

THE 166th academic year of Middlebury College ended on June 13, with President James I. Armstrong conferring Bachelor of Arts Degrees upon 273 men and women, seventeen Masters Degrees, and four Honorary Degrees on persons of note at ceremonies held in the Memorial Field House.

Vermont Governor Philip H. Hoff was the Commencement speaker. Speaking to more than one thousand parents, friends, alumni and graduates at Memorial Field House on the Middlebury Campus, Governor Hoff said, he feels that private groups and individuals today don't have the resources by themselves to really meet the goals set for our society.

"Today's society is committed to guarantee minimum standards of life, health and environment and upgrade our aspirations to a new standard of competition for excellence," the guest speaker said. "In order to do this, requires that as a nation, we forge a vital partnership—public and private, individual and institutional—local, state and national.

"Such marshalling and partnership is the hallmark of present and emerging approaches to public problems," the Governor said.

"This concept of partnership represents a fundamental change in our idea of government," the Governor explained. "It is as dramatic as our new concern with defining public goals rather than merely meeting immediate social or economic needs on a purely pragmatic basis.

"This shift in our conventional wisdom has various and specific implications for us as responsible citizens," he said. "It demands a new degree of creativity and participation in community affairs. And the facts of life today are such that the community of our existence is much more than the town, city, state or even nation in which we live.

"I think that the new individualism contains the seeds of a new and infinitely more creative sense of community. The revolution of the spirit of which I spoke earlier is indeed a new order of community," Governor Hoff noted.

He said this revolution contains all the excesses we associate with youth, and it is as irritating as it is inspiring. This is in evidence in the student demonstrations and protest marches both in this country and around the world, he added.

"Despite these surface irritations that sometimes becloud the fundamental issues being challenged, I sense that this revolution offers new hope for achieving not only the Great Society but the New society," the commencement speaker predicted.

He called on the universities to do more to promote a questioning spirit among students who more often challenge our social order than anyone else. "They must do more as institutions to challenge the status quo," he said. "They must demand more as moulders of the intellectual context within which students prepare for citizenship.

"But just as our colleges and universities must mature to match the need for intellectual leadership, our young people need to broaden the scope of their knowledge to include a rational understanding of the complexities of the world in which we must operate," the Governor remarked.

The revolution of the spirit is the difference between toleration and understanding and as such offers great hope for the world, he said. However, it demands a new sense of discipline, the discipline of knowing and understanding our scientific as well as our human condition, he pointed out.

"For if this revolution achieves its ultimate reality, it will be within the community of the world. It is therefore essential that we all prepare for creative and constructive participation in this world community," Governor Hoff said.

Following the Commencement address, President Armstrong conferred the degrees. The graduates of the Class of 1966 were headed by Margaret E. Liston and Robert E. Adamec, valedictorians, and Janet E. Kehl and James J. Ward, salutatorians. Miss Liston graduated summa cum laude; Miss Kehl, Mr. Adamec and Mr. Ward, magna cum laude and twenty-one others cum laude. Thirteen were named to Phi Beta Kappa.

Recipients of Honorary Degrees were: Stephen Albert Freeman, Vice President Emeritus, Director of the College's Language Schools—*Doctor of Letters;* Philip Henderson Hoff, Governor of Vermont—*Doctor of Laws;* Frances Oldham Kelsey, Chief, Investigational Branch, U. S. Food and Drug Administration—*Doctor of Science;* William McChesney Martin, Jr., Chairman, Board of Governors, Federal Reserve System—*Doctor of Laws.*

YOUR FAMILY AND MIDDLEBURY

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George H. Huban, Editor

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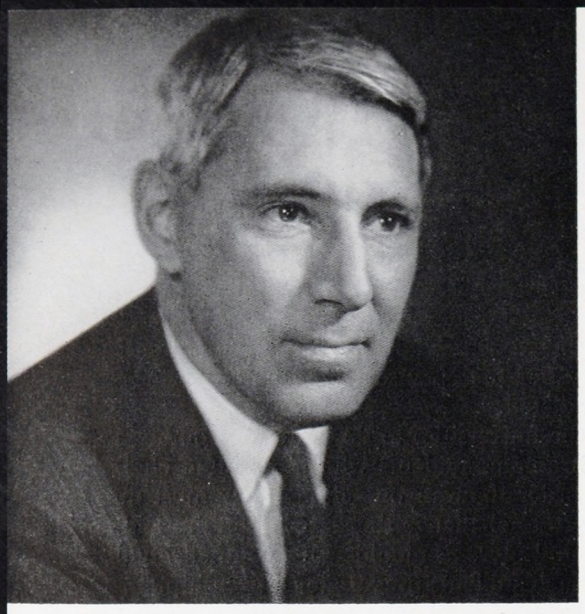


The Judging Mind

By Dr. James I. Armstrong

Baccalaureate Address given at Mead Chapel, June 12, 1966

There are many questions which press hard upon all of us but especially upon young people who are asked to resonate to an environment changing at a speed not ever before experienced by men, almost as if they were asked to use regular glasses to see as the electron microscope sees—questions which have to do with how best to conduct oneself in our increasingly complex society, or in more old-fashioned language, questions that have to do with right and wrong, what is fair and what is just, and how we shall judge these matters—these become increasingly perplexing questions.

This has been a lively year at Middlebury. The members of the Class of 1966 have responded actively to the changing climate of the world.

Students are asking today for greater freedom, and there is a tendency in the world of their elders to become disturbed at the demands which are made for greater social freedom, at the activist role of the student, at the students' desire to go beyond the classroom and to get involved. I do not propose to haul out the Berkeley Free Speech Movement and devote this baccalaureate Sunday to an analysis of student protest activities. Rather I would devote our time to the problems of *increasing* freedom in our society, a freedom which I believe ought to be considered in its relation to knowledge and the judging mind—a matter important for all, young and old alike, student and teacher, parent and child.

Consider for a moment the impact of the following account which I draw from Arthur Gordon. "Last summer, "writes Gordon, "on the fourth of July, like so many other Americans, I found myself at a gathering where part of the program was a short patriotic address. The speaker said the appropriate things and said them well. He talked about the meaning of Independence Day. He spoke of the men who signed the Declaration, their courage, their dedication. He reminded us of our heritage of freedom, how precious it was, how jealously we should guard it.

"We sat there, somnolent and satisfied, and applauded when he was through. But suddenly, as the applause died away, a young man, a college student he might have been, spoke from the back of the crowd. 'Why', he demanded, 'don't you tell them the whole truth?' . . . 'why don't you tell them that freedom is the most dangerous gift anyone can receive? Why don't you tell them that it's a two-edged sword that will destroy us unless we *learn* how to use it, and *learn* soon? Why don't you make them see that we face a greater challenge than our ancestors ever did? They only had to fight for freedom. We have to live with it!' He stared for a moment at our blank, uncomprehending faces. Then he struggled his way through the crowd and was gone."

We all initially have uncomprehending faces. What a crack pot! What a fool! to speak thus of freedom. Yet there is a swift and stunning insight here which raises the question: How shall a man understand and use such growing freedom? This is a vast and complicated subject, and I fear I may get lost like the young rector in the comfortable words of the prayer book unless I confine my remarks to one attitude or stance which seems to me both provocative and worthy of our closest attention, for upon examination it may help to define the role and risk of the judging mind in the human situation.

Doubtless you have heard that fine old story about the man who was a native of Paris, Kentucky and who paid a visit to Paris, France. When he was asked whether there was any difference between Paris, France and Paris, Kentucky, he replied. "Yes, indeed, things are different, but you notice it more in Paris, France." Things are different in Paris, France, and we have become familiar in our converging world with the fact of the differences between and among societies and cultures.

The work of the anthropologist has stressed the differences between, say, the cultural values of the Zuni Indians of New Mexico, and the Dobus of Melanesia. We have learned a great deal from the scientific method of the social scientist, and through him we have won new freedoms from provincialism and narrowness. Nonetheless, there is an inference—all too readily drawn, I fear—that because values differ from one culture to another and because science has not provided any yardstick, the only possible stance modern man can take is a kind of value laissez-faire. Indeed, what I think we must be concerned about is the consequence of this—a reluctance to make any moral judgments, a permissiveness which seems to hope that all will work out well in the end. As one social scientist said to another facetiously, it works all right in practice, but how does it check out in theory! According to this view it is as inappropriate to judge in moral matters as it would be to attribute cruelty to gravity or to speak of "kind" H_2O. This is not a new attitude among men; moral relativism has appeared in the western world as early as the Fifth Century B.C. with a disastrous result for the Athenian people. What is striking about the modern neutralism is the apparent belief that one can, like the anthropologist, qua anthropologist, be simply an observer of life.

Yet the position of moral neutralism cannot finally, it seems to me, stand up under the imperatives of living. To put it most bluntly, there are no spectators among the living. Ortega y Gasset remarks that "life is fired at us point-blank." It is, and we cannot suspend judging. How the mind judges, then, guided by what values, these become matters of the very greatest importance.

In an article written some years ago John Gardner comments: "and there is really, literally, no place to hide. I was discussing these matters with a young man recently and he said, 'I don't mind making judgments that involve myself alone but I object to making judgments that affect the lives of other people.' I sympathized with his position but had to tell him that his reluctance would make it impossible for him to be a second grade teacher, a corporation president, a husband, a politician, a parent, a traffic policeman, a weatherman, a chef, a doctor or a horse race handicapper."

In brief, we must judge; we must have values, and this is precisely why I think a liberal education is so immensely important. I have said before, and I say again here, that Plato catches the spirit of this by observing that the unexamined life is not worth living. The liberal arts and liberal sciences are only liberal if they do develop the power of critical thinking. We all must examine our values—religious, moral, political. "Education is not a neutral enterprise. It is permeated with convictions about what is important to know and to become." (Philip H. Phenix, *Education and the Common Good*). The College itself must have its values, its own conscience beyond self-interest, and its role is to educate, not indoctrinate; to nurture thought which will be translated into action; to create a context for learning which is open and flexible, not narrow and rigid.

If we agree that there is no alternative—that the mind judges for good or for ill, we must also agree that men have reason to fear that mind. Examples of brutish, calculated cruelty are legion. Adolph Hitler's judgments recall the horror of genocide, the gas chamber, and a Nietzschean superrace. Less well remembered are the judgments of the Grand Inquisitor in the name of the Father and the Son and the Holy Ghost. Human beings were burned at the stake for heresy right here in New England, and "holy" wars were fought over doctrinal disputes. And beyond the rational are the volcanic forces of the irrational ready to lay us by the heels—in the mob, in hate, and fear—in Selma, in Watts, in New York City.

Yet we cannot chain down the judging mind. It is at this crucial point that liberal learning insists on the importance of the liberal arts as a way both to understand that freedom implies restraint and that freedom involves value judgments. Value judgments should be based on the best data available, experiential, imaginative, systematic, analytic, creative, the wisdom of man's experience. The risk is always great, but in a sense the risk is a gallant hazard.

It is the mark of the mature man that he faces the necessity. There is analysis, study, questioning, interpreting, and always finally your judging according to your values, whether those values be humanistically or theistically based, they are your values or, if you will permit, they are your gods. From them will derive your decisions and through them the spirit and style of your life will be formed.

Before the philosophers were the poets, and the poets have ever sought to say more accurately, more precisely by a "raid on the inarticulate" what can be understood of the human situation. If with T. S. Eliot we recognize everlastingly our (*Please turn to page 18*)

Alumni Seminar Explores
Controversial Question Involving

THE ROLE OF THE COLLEG

Alumni, parents and friends gathered at Bread Loaf on the Friday evening of Commencement Weekend to participate in the annual Alumni Seminar. Members of the panel leading the discussion were: Dr. C. Dann Sargent, '57, Professor Samuel Guarnaccia, '30, Rev. Charles P. Scott, Chaplain of the College, Professor Reginald L. Cook, '24, and Dr. Dennis O'Brien, Dean of Men and moderator of the panel discussion.

Dean O'Brien prepared the following synopsis of the Alumni Seminar discussion for YOUR FAMILY AND MIDDLEBURY.

> When Melville's youthful Redburn arrived in Liverpool, he carried with him an old green morocco guide-book which his father had used on his travels abroad. Guide-book in pocket, Redburn started out to locate Riddough's Hotel, a familiar landmark of his father's. So, haunted by the memory of his father, Redburn walked in the vicinity of the hotel only to discover it had been pulled down, and, although his guide-book said a castle once stood prominently on Castle Street, it had also disappeared. A new light concerning his guide-book broke in upon him: it was fifty years behind the times. In his moment of truth Redburn disavowed belief in a guide-book now useless to him, "Yes," he reflected, "the thing that had guided the father could not guide the son." And he thought: "This world, my boy, is a moving world; its Riddough's Hotels are forever being pulled down; it never stands still; and its sands are forever shifting."

IT WAS a cold June evening in the Little Theater as we listened to Doc Cook read this parable to a group of Middlebury alumni and friends assembled to hear a faculty panel discuss "the role of the liberal arts college in today's society." Perhaps there was a partial inversion of Melville's tale that night: The Inn, Joseph Battell's rambling old mountain retreat at Bread Loaf, was still there and Middlebury men and women of former years could trust the guidebook of memory to find their way about. But if the architecture was reassuringly familiar, and the chill Vermont spring eternally the same, the faculty panel evoked a picture of a new, disturbing but challenging world that would allow no man and no institution a place of final isolation and retreat. Professor Cook's quotation from Emily Dickinson set the tone of both problem and response: "In insecurity to lie/ Is joy's insuring quality."

PROFESSOR Sam Guarnaccia, looking as tanned as if he had just returned from his Peace Corps mission to Peru of a year ago, stated that he was not interested in talking about Middlebury and its own little circle. He evoked the names of two men, Pope John XXIII and John F. Kennedy, whose impact on the whole world stood as an inspiration to men of good will everywhere. It was JFK to whom he particularly wanted to pay tribute because of his role in putting the Peace Corps into operation. "I have a very soft spot in my heart for the Peace Corps and for the way that they have handled the particular problem of commitment to service, which I think must be the key to education. I think that if education doesn't lead to the idea of service for the welfare of others education has failed in its goal."

As a professor of languages, he was grateful to the Peace Corps for exploding once and for all the notion that Americans can't learn foreign languages. If young Americans have learned to communicate with people of fifty nations, this also posed a challenge to language teachers who have, by and large, failed to give to the general student a real knowledge of any foreign language. Of the twelve major world languages, Middlebury offers only five in its regular program and just this summer we have begun in a small way to approach the language spoken by the greatest number of people, Chinese. And if we have not expanded our linguistic horizons over the globe,

N TODAY'S SOCIETY

we have not expanded our educational horizons at home. "Middlebury, like every college, ought to serve as a unifying force in a community. I think that the people of a community should be invited to share in the opportunities that an educational institution has to offer."

The next panelist to speak from behind a barrage of microphones that would have done proud service at a national convention was a recent Middlebury graduate, Dann Sargent, '57, now on the faculty at Princeton. It was Prof. Sargent who generated the myth that President Armstrong, in Princeton for his twenty-fifth reunion, was suffering the indignity of one of those bizarre orange costumes affected by Princeton reunion classes. Research on this topic reveals that the Princeton class of 1941 was attired in a conservative (Middlebury) blue blazer with an orange seal.

PROF. Sargent's topic was illiteracy—scientific illiteracy, and he told the tale of a potential Rhodes scholar who came to him to inquire about the truth of the rumor that Rhodes committees were anti-scientist. He pointed out to the young man that this was far from official doctrine but he wondered if the inability of the general literate public to "talk science" did not put the scientist Rhodes candidate at a disadvantage when compared to the history major who could wander on through the Glorious Revolution and the War of 1812 with impressive effect. He conjectured that when a scientist begins to talk about spectroscopy a pall is likely to descend on conversation. Prof. Sargent laid the blame squarely on the colleges for failing to educate students in the sciences. (The proof of Prof. Sargent's accusation is probably borne out by the transcript of his remarks. Several of the many microphones that confronted us that night were for making a tape from which a transcript was prepared from which, in turn, this article is being written. The transcript contains references to things like "triangular motometry" and "nuclear meganic resonant spectroscopy"—which sound like TV fiction but, personally, I am in no position to know.)

How have the colleges tried to solve the problem of scientific illiteracy? There seem to be two favored methods: "One is to have a science required. Many of you are familiar with this—you sweated through a year of baby chemistry or basic geology or biology and you hated every minute of it and when that was over you forgot about science and furthermore you didn't learn much about science in that process. The second method is to emphasize the approach of the history and philosophy of science. The problem with that is that the history and philosophy of science is not science." And it isn't the potential Rhodes scholar who is disadvantaged by this scientific illiteracy, it is the average man who wants to read *The New York Times* or know how to vote intelligently when 15 to 20% of our national budget is spent on the advice of scientists.

PROF. Sargent offered the suggestion that Colleges do away with basic "survey courses" in the sciences and replace them with a two semester general education program. In the first semester the instructor would take some "rather narrowly defined problem and develop for the student and with the student all of the basic information that he needs to take the problem through to the present frontiers of research on the problem." The second semester would be a course on science for the general reader which would cover all areas of science touching on the problems and accomplishments of science today. Then, as a final spectre to haunt the liberal arts college, Prof. Sargent turned to the immense pressures toward specialization—no where perhaps as prevalent as in the natural sciences—which have placed Colleges like Middlebury in a squeeze between advanced placement freshmen and Ph.D. oriented upperclassmen who look on a broad curriculum as a distraction from their professional interest.

The buildings and grounds crews had been working

on the Bread Loaf theater that day and had just finished laying a new concrete floor in the space behind the stage. In order to hasten the drying, all the windows had been left open and great gusts of air billowed out from under the black curtain behind the panelists. No doubt the audience wondered what the Dean of Men was doing when he kept disappearing behind the curtain from time to time during Prof. Guarnaccia's and Prof. Sargent's presentations. I was simply trying to find all those windows and close them. Returning from one of those trips in search of human comfort, I found that my time had come to make a few remarks.

As a student dean, I felt that I could claim a problem of communication greater than the problem of learning Chinese or nuclear physics—I have to try to understand what our undergraduates are saying. I consider the challenge of translating student talk not simply as a means of keeping a temporary peace on the college campus but, more fundamentally, as a guide to where the college is headed. Citing Frederick Rudolph, author of the best general history of the American College and University, I made the claim that the extra-curricular life of the college, the world of student culture, because it is less subject to rules and institutional custom, is likely to show the wave of the future more clearly than the best laid plans of administrators and faculty. One need only point to the great revolutions visited on American colleges by the wholly student originated institutions of intercollegiate athletics and fraternities. Lest anyone think that these institutions are not central to the American college, one need only note that it was the original fraternities with their emphasis on contemporary literary matters which saved the reading of books in college. Mark Hopkins, president of Williams in the early nineteenth century and dedicatedly anti-fraternity, boasted that he never read books when many fraternity libraries were superior to those of the college.

There is reason to believe, therefore, that the future of the college can be discovered more easily in the Peace Corps, in the "civil rights seminar" run during the last year at Middlebury, in the Teach-In (already incorporated as a regular academic exercise at Antioch) and in the Free University Movement. It is not only devices for instruction that are at issue, it is the whole sense of personal relevance in liberal arts education. Throughout the nineteenth century students, trustees and the general public grumbled about the "irrelevance" of the classical curriculum of Greek and Latin. In the twentieth century, the curriculum has revised so that we can read in sociology classes about the racial turmoil of the day—but perhaps there is yet more to do. Students still wonder about the personal relevance of a college education which, to many, seems only a training for marketable skills.

Chaplain Scott spoke next. He pointed out the really startling growth of interest in religion at secular colleges. This interest has arisen in part from the faculty concern for "values" throughout nearly thirty years of war and cold war and has manifested itself in two separate fashions: the establishment of the college chaplaincy and the founding of departments of religious studies as an integral part of a liberal arts program.

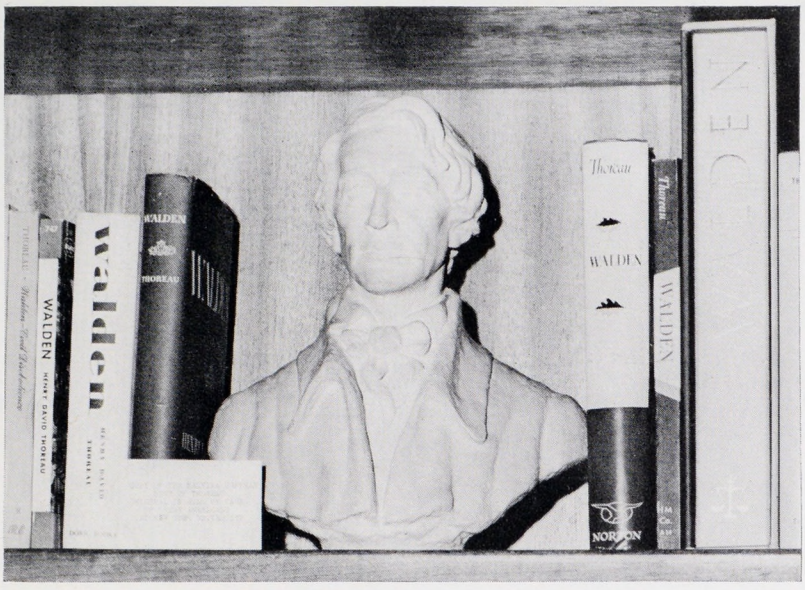
While denominational chaplaincies have a fairly long history at American Colleges, the institution of the general college chaplain, such as we have at Middlebury, is of recent origin. In the late 40's there were only thirty chaplains enrolled in the National Association of College and University Chaplains as against nearly 350 today. The general college chaplaincy seems to be a particularly appropriate notion in these days of growing ecumenical spirit.

Just this year, Middlebury has formally established a Major in the Department of Religion. For the first time a Middlebury student will be able to earn his degree in the field of religion. Middlebury is only following the lead of many of the most distinguished universities and colleges in setting up such a program. There is no doubt about student interest—during 1965–66 there were over 450 enrollments in the various religion courses.

The Chaplain closed by noting the paradoxical fact that while many students deliberately reject the traditional formulae of belief and practice of the churches, their interest in religion seems to be growing. "God may be dead, but there are many students who either don't believe it, or who want to be present at a prolonged post-mortem."

The final panelist was Professor Reginald Cook, "Doc Cook" to generations of Middlebury students. It was typical of Doc that unlike the rest of us journeyman scholars on the panel, he came with a polished address richly studded with illustrations from his favorite authors: Melville, Emerson, Emily Dickinson, Thoreau. I quote some of the main points:

"The role of a liberal arts education in a modern secular society has at least three possibilities. It can assume the function of a storehouse of ideas where the four disciplines—the humanities, the natural and social sciences, and languages—learn and apply what is already known. Or, it can function as a training area for specialists in particular careers. Neither of these objectives—the first a form of coupon-clipping of unearned increment from an inherited past, and the second the concept of the (*Please turn to page 18*)



The Library Collection And The Teaching Program

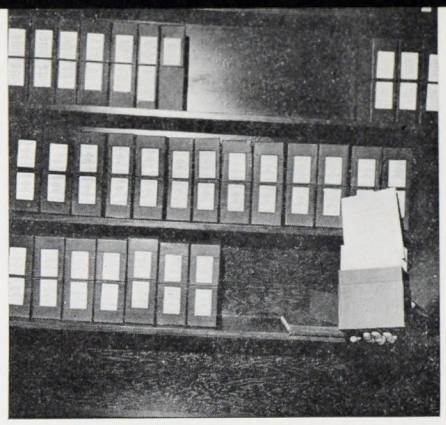
By JOHN R. MCKENNA, *Librarian*

DURING THE PAST FEW YEARS we have witnessed many changes in the field of higher education. Among the more important developments has been the abandonment of the lecture-textbook method of teaching in favor of programs that require students to do more work on their own. If one were to examine a sampling of catalogs from American colleges, he would find that each institution boasts of one or more individual study projects for undergraduates. Some take the form of honors theses for superior students, while others include the whole student body in a program of independent inquiry. Although they may differ somewhat in detail, all of them have at least two things in common: research in the laboratory or library, and a written paper of substantial length and depth. All of them, needless to say, require a library of high quality containing extensive files of journals and source materials.

Since these changes in teaching method have developed, libraries have been called upon to play a more important role in the educational process. In former times, the library's function was to provide materials to supplement the classroom lectures. Today, projects involving library research often take the place of formal classes.

A rather dramatic example of how library-oriented instruction has affected the lives of students was reported in the *New York Times* of December 28 under the headline, "Holiday Study Spectacular Brings Standing Room Only at the Library." In the article, officials of the New York Public Library at 5th Avenue and 42nd Street were quoted as saying that the week between Christmas and New Year's was the busiest and most hectic that they had ever experienced. No fewer than 15,000 people entered the building each day. Most of them were vacationing college students from all parts of the country who were working feverishly on term papers. Reading rooms were so crowded that "Standing Room Only" signs were posted at all entrances to discourage "unnecessary" library use. The library's regular patrons including authors, professors, businessmen and other researchers were advised to stay at home until the deluge had subsided and the students had returned to classes once more.

The New York Public Library was not the only institution that has had such an experience. Similar accounts have come from most of the large public and academic libraries where heavy use by students has also been reported during Thanksgiving, spring and other college vacations.



Left: Librarian John R. McKenna inspecting one of the 600 reels of microfilm which contain the papers, public and private, of three generations of the Adams family. Shown center above is the microprint edition of Three Centuries of English and American Plays *containing original editions of over 5,000 plays published between 1500 and 1800.*

Because of these overwhelming demands, many libraries have been forced to curtail their services to students from other institutions in fairness to their own constituents.

Why do these students have to go to other libraries? The main reason is that their own libraries cannot provide the books and periodicals necessary for their research. In some cases topics are so specialized that an undergraduate college library could not be expected to have the required materials; but, in far too many instances, college libraries lack even the most essential journals and source materials. This distressing fact was revealed in a recent publication of the American Library Association entitled *National Inventory of Library Needs* which reported the results of a survey of academic libraries throughout the country. The study revealed that 73 per cent of the four-year colleges had libraries whose collections fell below the standards of the American Library Association (50,000 volumes for up to 600 students, and 10,000 volumes for each 200 additional students). While these figures ignore the factor of quality, it is reassuring to know that the Starr Library has over 160,000 volumes and is adding between five and six thousand volumes a year. However, it must be emphasized that the standards mentioned above are minimums and not goals. We still have a considerable way to travel before we have a library collection that will support the standards of excellence that have been set by the Middlebury faculty.

We have, however, taken some important beginning steps towards meeting the needs of the whole academic program. Substantial increases to the library budget have enabled most departments to fill gaps in their subject areas and to acquire more of the recent publications. A supplementary allotment of $20,000 provided by the Ford Challenge Grant has made it possible for the Library to purchase expensive research materials which were beyond the reach of the annual budget allotment.

A large portion of the funds were spent for files of such important learned journals as: *Angewandte Chemie, American Political Science Review, Boletin de la Real Academia, Bulletin of Hispanic Studies, Economic History Review, Evolution, Journal of English and Germanic Philology, Sewanee Review, Zeitschrift für Romanische Philologie* and *Mediaeval Studies.* Microfilm files of the *Boston Evening Transcript* and the *Philadelphia Public Ledger* covering the Civil War Period were purchased in anticipation of the needs of a new course in the History Department. Other important purchases included: Haydn, *Werke;* Handel, *Werke;* Palestrina. *Opere Complete;* American Mathematical Society, *Transactions;* Great Britain, *Parliamentary Debates 1803–1820; Studi Danteschi; Letteratura Italiana;* United Nations. *Official Documents 1947–1952.*

Two outstanding acquisitions are worthy of more detailed description. The first is the microfilm edition of the *Adams Papers* which is contained in 608 reels. Here are included exact facsimiles of all of the Papers, both public and private, of President John Adams (1735–1826), President John Quincy Adams (1767–1848) and Charles Francis Adams (1807–1886) together with the papers of their wives and children. With this collection available, students of History, Literature and Political Science will have access to a wealth of original sources including: autobiographical material, diaries, letters, financial records, legal papers, literary material and political writings covering a century and a half of American life.

The second is the microprint edition of *Three Centuries of English and American Plays* which contains more than 5,000 plays, including every important play published in the English language in England from the year 1500 through 1800, and in the United States from 1714 through 1830, together with many manuscripts never before published.

As Middlebury expands its programs of independent study, more materials of this nature will have to

Left: David E. Robinson, '67, listening to a recording of Shakespeare's Measure for Measure. *Center: Thoreau's personal copy of* Walden*—one of the many treasures in the Abernethy Collection—is admired by Mrs. Sandra Gaunt. Right: William H. Hays, III, '67, consulting a current journal in the reading room.*

be acquired. The cost will be high, but money will be well spent since most authorities agree that one of the best measures of the excellence of a college or university is the size and quality of its library collections. If an institution has the best physical plant in the world and lacks an adequate book collection, it can never hope to attain distinction. The quality of the library is the chief factor in determining the quality of education that a college provides and the type of faculty it can recruit.

What is the optimum size of a college library? There is no easy answer to this question, but a library collection should be broad enough and deep enough to support all phases of the educational program. Geographical location is an important factor in determining size. If a college is situated in an urban center close to large university libraries, it will not need as many books as one located in a small New England town. The nature of the academic program is another factor that will have some bearing on the size of a collection. If a college offers advanced degrees, or has embarked on a rigorous program of independent study, it will need more periodicals and source materials than one that has limited course offerings. If the college has a research-minded faculty, it will have to possess richer library resources. Good teachers are not attracted by meager library facilities, and good students are not attracted by mediocre teaching.

Countless words have been written and spoken regarding the importance of the library in the academic community. Many colorful metaphors have been used to describe its function, but the statement made by Paul Buck in 1954, shortly after he was appointed Director of Libraries at Harvard, seems to summarize all of them:

First, the library is the heart of education.[1] Every educational advance depends upon its resources and, in large measure, the degree of the advance is proportionate to the potential of the library to respond. This is why we must have great libraries on our own campuses. It is fine for scholars to go from Iowa to the Newberry Library; but the scholar must operate from a base, and there must be a strong and adequate library at that base. The library has been the heart of the educational process since universities began, when professors had to read books to their students, and today, despite their great laboratories, even scientists must continue to consult books.

Second, methods and fashions in education change from generation to generation, but each generation uses the library as a means of realizing its aims; hence the library remains the great conservator of learning. An investment in a library is a permanent investment, guaranteeing returns for centuries to come. This is why it is not enough to collect only what is needed by the professors who happen to be on your faculty today.

Third, a quality education is impossible without a quality library. When working on the development of our general education program at Harvard, I compared the student in many college courses to a traveler abroad who keeps his nose in the guide-book and never looks at the life around him. Teaching with textbooks means offering the student only a guidebook instead of the variation and the depth of experience to be found in living books. The Harvard Law School is a great school; it also has the greatest legal library in the world. These two facts are related. The Harvard Graduate School of Business Administration is outstanding, and it has one of the greatest libraries in its field. I repeat that you cannot have a quality education without a quality library.

Fourth, you cannot have a quality faculty without a quality library. I used to find the resources of the Harvard Library very helpful when attracting professors to our faculty. Our salary scale, which is rather high, was less important—living costs vary, and so do people's habits in using money. The most important consideration was the morale of the faculty, which involved the University's policies with regard to academic freedom and the way in which a professor is allowed to operate. Second only to this in importance was the Library. In terms of cash, I should estimate it was worth three thousand *(Please turn to page 18)*

THE MIDDLEBURY STUDENT:

An outstanding senior reflects
on her four years at Middlebury

The Roles We Played

Erna Ferlanti during her undergraduate years at the College was an honor student. She served as an Editor of *The Campus* and engaged in several other extracurricular activities. She plans to enter the publishing field.

Four years at Middlebury College. What have they been like and what do they mean?

Looking back over our time spent here in the splendid isolation of the Vermont countryside, we see that we have been playing a variety of roles. As individuals we have pursued our own social, academic and extra-curricular interests. As participants in the community life of a small coeducational college, we have worked for change that would make that life more satisfactory and somehow more "real." As spectators and witnesses, we have watched unfold the "drama" of a small liberal arts college attempting to meet the challenges of the twentieth century.

In all our roles, we have been alternately enthusiastic about the College's commitment to the ideal of a "center of excellence," angry when that high purpose seemed to betray our own purposes, resentful at what seemed to be narrow, Victorian ideas always blocking our way to a better life, disgusted with our middle class, complacent selves for failing to respond, to contribute, to create, impatient with an isolated Vermont college that seemed to divorce us from the really significant issues of the day.

We see, however, that within the framework of routine activities—classes, conferences, tests, big weekends, papers, sports events, research projects, letters to the editor, fund drives, committees and subcommittees—we have been developing and exploring. We find that our attitudes towards ourselves, our community and our world have been maturing. Beyond our individual growth and change, we see that the College has also been changing and growing, slowly but significantly. President Armstrong, in describing the state of the College to the Ford Foundation two years ago, said that Middlebury, "like a coiled spring," has "stored energy which is demanding release." He went on, "Middlebury has come upon a moment when it can move forward in ways that make an essential difference."

This "moment" in the history of the College, this time of acceptance of challenge and transition, has been "our moment." For four years we have been living with the potential of Middlebury College. We have criticized, loudly, when we thought that potential was not being translated into achievement quickly enough; we have voiced our disappointment when what was achieved seemed somehow to fall short of the goal. At times, to the dismay of the administration, we have seemed obstinately less concerned with the far-distant goal and more interested in the here and now.

Through it all, we have been part of the potential and part of the energy demanding release. A look at our four-year "record" shows that often our energies have been channeled into constructive change. We saw legitimate needs and sought responsible ways to meet them.

Perhaps the Honor Code represents our greatest

contribution to Middlebury life. Many of our classmates worked for its adoption, all of us have lived under it, and most of us have lived by it. During this the first year of the code's operation we have learned to appreciate the more relaxed atmosphere of unproctored exams; we have delighted in not having to trudge down to the Field House for exams and find our assigned desk in our assigned row. More importantly, we value what the code represents—our willingness to accept responsibility for a life in a particular kind of a community, a community grounded in a common commitment to high moral ideals.

The battle for the Honor Code that culminated last year with its acceptance by the student body has gone hand in hand with another student struggle, the attempt to change what has seemed to us an overly-restrictive social code. We have demanded more freedom, and, looking back to the way things were when we came, we see that our code has been considerably liberalized.

This year the traditional "clash" between students and administration about social freedom bore significant results. A committee of women organized to investigate possible reform of social regulations worked with the Dean of Women and came up with proposed changes that won administration approval. In this instance, we learned that social reform was less a bloody battle than a dialogue between students and administration; we learned also that a responsible attitude could make possible reasonable change.

Women's hours during week nights, which were once 10 and 11 p.m. for freshmen and upperclassmen respectively, are now 11 and 12 p.m. In addition, senior women have won the privilege to stay out past curfew. After almost a semester in operation, the new system allowing senior women more freedom seems to be working satisfactorily.

Open men's dormitory lounges to go along with the open hours in fraternity houses and sorority rooms won last year became a reality this year. "Parietal hours," regular open hours allowing visits between men and women in each other's dorms during weekends, became a particularly lively issue this year. Parietal hours, indeed, seemed to become the focus of all our hopes for a more liberal social life at this College. Our classmates presented what seemed to be reasonable proposals, and, when those proposals were altered by the administration, we had the vague sense that our cause had been betrayed. Instead of a completely new system of regular open hours in men's dorms, we were obliged to extend the present open house system. Under the revised system, open hours in dorms could be frequent but not regular; doors had to be left completely open at all times; and open houses had to be "registered" by from 20 to 30 residents ahead of time.

President Armstrong's argument that the present men's dormitories "are not built for mixed social activities on a regular basis" seemed more like an excuse to our more avid pro-parietal classmates, and even his remark that "new coeducational facilities which will meet the legitimate needs of students for appropriate privacy" could be part of Middlebury's future failed to bring reassurance. The promise of long-range plans did not seem to quiet the demands of the here and now.

When the dust cleared, we nevertheless found that we had a workable, flexible open house system and that the future held out hope for more change and more liberalization.

We have also been busy initiating change in areas other than academic and social regulations during our four years here. Our changes have been large and small; some have failed while others have succeeded. But throughout our time here, there has been a refusal to leave things the way they were if they did not come up to our ideal of what a liberal arts college should be and what it should provide for its students. We worked to extend library hours and succeeded. We saw the need for a better phone system and agitated until satisfactory changes were made.

It seemed unfair to allow driving privileges only to senior men and women and junior men, so we worked to extend privileges to junior women. A student proposal for sophomore driving privileges this year met an administrative veto which in turn met student disapproval in the form of demonstrations and picketing. We have learned to protest against authority that ignores our legitimate needs and now some of us wonder whether we have gotten into the habit of protesting against authority in any form.

We have been talking up reading periods before exams for several years, and this is the year we finally got one. Though we were working for more than just a two-day breathing space, we seem to be heading in the right direction.

We have not failed to point our restless finger of change at what seem insignificant targets—the interior decoration of the Crest Room, for example. We thought the decor rather antiseptic-looking, and our fellow students tried to do something about it by exhibiting pop art work on the walls. In the last four years, our goal has been to work for the kind of life from which we can draw our own satisfaction. This drive to create a community to meet our intellectual and social needs could only end in colorful splotches on Crest Room walls, but it has also led to programs like the Talladega exchange meant to stimulate intellectual exchange among students. (*Please turn to page 18*)

The Indians Called It Baggataway

Middlebury's first lacrosse team which was organized in 1947 on an informal basis is experiencing winning seasons in the 1960's, producing All-Americans, and captivating ardent fans.

By MAX P. PETERSEN

A LOYAL MIDDLEBURY sports fan had mastered such terms as Wing-T and split end in football and even knew what blue line and board check meant in hockey, but when it came to determining, one sunny afternoon this spring, what was going on with a hard, little India rubber ball and curved, netted stick, he was stumped.

"You say they call it lacrosse?" he queried.

We assured him he had heard correctly and went on to point out that Middlebury is the only college in the State of Vermont playing the sport on an intercollegiate level.

"New game?" he asked, just as many have done following their first encounter with the sport.

Far from new, lacrosse is probably the oldest of all sports played in our colleges and universities. Many claim that the game originated among the North American Indians several hundred years ago while others argue the sport may have been introduced to the continent by the Vikings.

The game was known among the Indians as baggataway, their word for ball. French missionaries came up with the present name in the 1600's calling it "la crosse," because the stick resembled a bishop's crosier.

Since those early beginnings lacrosse has taken many forms and has been played for various reasons. The original mass action version with 200 to 1,000 braves on one team might have appeared more like a riot to our modern Middlebury sport fan.

The braves attempted to move the ball through two trees or posts by carrying it, batting or throwing it with a short netted stick on a playing field covering from 500 yards to a half mile. This mass participation and the great area of the field indicate that the game was a training program for war.

There also appeared to be religious and ritualistic motives connected with the Indian sport. However, games of this type stressed less physical contact and strength and more graceful movements much like women's lacrosse of today.

Tribes roaming the southern part of Canada passed lacrosse on to the white man and in 1867, it was proclaimed Canada's national game. Formal introduction of the sport in the United States came the same year at Saratoga Springs, N.Y. Fair Grounds and a pioneer lacrosse club was organized that year in Troy, N.Y.

Upper New York State and later the Long Island area became the principal lacrosse centers as the sport grew. Expansion to the Middle Atlantic area, today's hot bed of lacrosse, came about by pure chance.

Some curious members from the Baltimore Athletic Club track and field team watched a tournament in 1878, at Newport, R.I. They were so fascinated by the game that they purchased some of the equipment to take home with them. It was from this inauspicious beginning that Baltimore was eventually to become the lacrosse capital of the country.

Colleges became interested in the "rough and tumble sport," as it was then called, about 1880. Ivy League schools, Harvard, Princeton and Columbia, were among the first to field teams.

The sport slowly spread to other institutions until there were teams in most of the major metropolitan areas of the East. Despite the fact the game was played by Indians of the region, northern New England is still only sparsely represented by lacrosse teams in collegiate circles.

Although students probably wielded a stick on the Middlebury campus long before, lacrosse was finally started on an informal basis in the 1947–48 era. That first team had little equipment, their playing field was any available corner of real estate and there was no budget, but the group of boys liked to run and handle a stick.

The determined group, led by Harold Parker, an instructor, and Curtis Cushman, a student, finally won its fight in 1949 to have lacrosse recognized as one of the regular spring sports.

Coached by Parker and Cushman, that first team

Mr. Petersen is Editor of the College's News Services.

Pete Kirkpatrick, '68, a midfielder, attempts to scoop up a loose ball while Panther attackman Charlie Park '68 (left) stands by ready to lend assistance.

had a limited schedule with two "B" teams, a freshman squad and a pair of varsity games. The team successfully launched the sport at Middlebury, winning its first game with the Union College freshmen, 16–9.

Following that initial win, the Panthers, captained by Guido Tine, '50, dropped the remaining four games of the season. Varsity letters were awarded to 30 men on that pioneer squad.

In 1950 Middlebury's only win came against the R.P.I. "B" team, but by then the schedule was already starting to get tough. It included such teams as Tufts, Williams and Union. This was the first year a Middlebury player gained post season recognition. Richard Kroeck, '52 was named All-New England.

The game's darkest years at Middlebury came during the 1951 and 52 seasons when Coach Parker's Charges dropped 13 consecutive games without a win. By then the competition was even tougher against such teams as Harvard, who had been playing the sport 70 years, Amherst, New Hampshire and Springfield.

Coach Parker finally got the taste of success in the 1953 season, his last one with the team. The Panthers opened that campaign with a convincing 12–6 win over Brown, and then went on to beat the University of Massachusetts, Worcester Tech and Chamberlain for a 4–5 record.

Athletic Director Duke Nelson took over the team in 1954 and posted a 2–5 record with wins over New England College and UMass. Middlebury fortunes soared the following year when Duke's squad posted the first .500 record with four wins and four losses.

The solid individual performance of Richard C. Worthington '55 was a key to that season which included impressive wins over Harvard, Hamilton, Massachusetts and Worcester Tech. Worthington set several scoring marks that stood until recently.

He scored the most goals in one game, seven against W.P.I. and six against Harvard, the most goals in a season, 25 in eight games, and the most points in a year, 32.

With the loss of Worthington and several other solid performers, lacrosse hit the doldrums at Mid-

Panther goalie Bayard Russ '66, an outstanding performer all season, (white jersey dark pants) successfully fights off a Hamilton scoring attempt as other Middlebury players use physical force to clear the opposition from in front of the goal.

dlebury during the remainder of the 1950's. The present coach, Joseph J. Morrone, fresh from the University of Massachusetts, where he played the sport, took over the reigns in 1959.

The Panthers continued to have their lean years in 1959 with a 1–5 record, 1960, one win and six losses, and 1961, 2–5. Despite a losing season, 1961 marked the first year a Middlebury lacrosse player received national recognition for his performance.

Erik H. Green, '62, was named All-America. He also became the first Panther that same year to gain the All-Northeast squad, or Taylor Division as it is called in lacrosse circles.

Green repeated his performance the following year to become the first two-time All-America. His play sparked his team to its first .500 season in seven years. The annual spring trip to Connecticut, Massachusetts and the New York Metropolitan area was initiated in 1962 by Coach Morrone.

There was a brief recession in 1963 as the team won just four and dropped eight. All was not lost that year, for Tom Mettee, '63, was named All-America and became the first Panther selected to play in the annual North-South Senior All-Star game. This campaign also marked the development of a nucleus of skilled players that were to propel lacrosse to new heights.

Those new heights came the very next year when Middlebury waded through some stiff opposition to post its first winning season with a 7–4–1 record. It was 1964 that also marked the beginning of the Fred Beams era, which just came to an end in June.

Beams, '66, came to Middlebury from Loomis School, where he had played well and was named to the All-New England Prep School team. He not only gained a starting berth at midfield with the Panthers, but as a sophomore proceeded to rewrite lacrosse records at Middlebury.

He was good enough that first year on the varsity to make All-Northeast, a feat he accomplished three consecutive years. Beams was one of the leading scorers in the East that year and set a new Middlebury scoring record with his 29 goals and 12 assists for 41 points.

Beams has broken virtually every Middlebury scoring record with what Coach Morrone calls, "one of the fastest if not the fastest shots in the country." His shot approaches the nets from almost any angle at speeds close to 100 m.p.h.

He modestly admitted that his shot has bowled over more than one goalie in the nets and once in prep school broke a defenseman's ribs. Unlike most midfielders, Beams developed a unique underhand shot which is deceptive and allows the ball to climb much as a hockey puck does on a slap shot.

The zenith of lacrosse at Middlebury came last year when the Panthers outclassed nearly every team in New England to gain a 10–2 record. This included wins over such teams as Holy Cross, Tufts, New Hampshire, Massachusetts, M.I.T. and Amherst.

Although Beams again led the scoring with 31 goals and five assists, it was the dazzling play of

Middlebury scoring ace and All-America Fred Beams in one of his more docile moments as team captain poses here with Coach Morrone who has turned out lacrosse All-Americas five of the eight years he has directed the Panther team.

another midfielder, Jed Maker, '65, that brought national honors to Middlebury and Coach Morrone. Maker, second in scoring, was named All-America and chosen to play in the North-South game.

Maker, Beams and Fran Love, '65, teamed up to give Middlebury the most powerful midfield combination in the Panther's history. The trio scored 62 of the 88 goals that season.

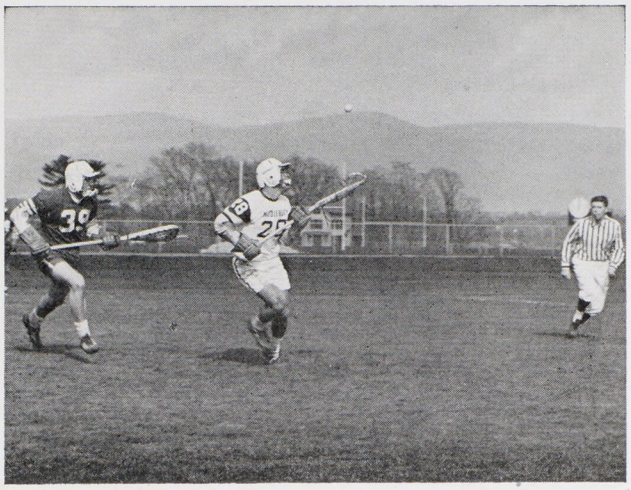
With two of these three midfielders gone and several inexperienced sophomores in the starting lineup Middlebury had its problems this spring, winning five games and losing eight. Beams had a good year with 32 goals and five assists and for the fifth time in the last six years Middlebury had another All-America. In addition Beams was invited to play in the North-South classic held recently in Baltimore. He closed his three-year career with 92 goals and 20 assists for a 112 point total.

So many All-Americas from so small a college in so short a period of time wasn't just an accident or luck. Much of the credit must go to Coach Morrone who has taught them and developed their natural abilities.

Morrone has been equally successful in soccer turning out five different players who have been named to eight places on All-America teams since 1960. As recognition of his achievements Morrone will spend eight weeks in Poland this summer under a State Department exchange coaching program.

The Middlebury coach will observe, photograph and learn Poland's national sport, soccer. He will be exposed to the Polish system of training from the amateur to Olympic levels.

Players huddle around Coach Morrone for a brief strategy session before resuming the game.



Midfielder Nick VanNes '66, reaches for a pass deep in Middlebury territory after defensemen broke up a Hamilton scoring attempt.

Despite setbacks this year, lacrosse at Middlebury has a bright future. Morrone has already whipped green sophomores into seasoned lacrosse veterans to form the nucleus of the 1967 squad.

Another encouraging sign is that more and more students coming to Middlebury have played some lacrosse at more and more prep and high schools. There are 60 member colleges of the USILA and more than 260 independent and public schools playing the game today.

According to coaches, officials and manufacturers of lacrosse equipment there is a steady annual growth in the sport. It is stronger in the U.S. today than it has ever been in the past.

The all round athlete finds lacrosse most helpful in the development of talents for other sports because it seems to combine the best features of several different games.

Beams was the best example of this. He explained that the game helped tremendously in the development of speed and broken field running which made him an outstanding halfback on the Panther football team. Shooting involves much the same movements used in getting off a shot in hockey or driving a golf ball down the fairway, he added.

Playing the game of lacrosse requires stamina and the ability to take it, Beams said. He called the game actually rougher than football because players are continually making contact either bodily or with a stick or both.

Middlebury's lacrosse team and playing field are considerably smaller than what the Indians used in their mass action games, but the spirit of competition among the Panthers is every bit as keen today as among the North American Indians of the past.

THE JUDGING MIND

(*Continued from page 5*)

mortality and the finiteness of any human judgment, then we shall seek our anawers through knowledge, through exploration of the outer and inner universe. The risk in judgment can be diminished and the power for approximation to the truth will be enhanced. We will have told ourselves as much of the truth as we *know how*.

"We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And *know* the place for the first time."

T. S. Eliot in "Little Gidding"

ALUMNI SEMINAR

(*Continued from page 8*)

college as a supply depot for organization men, would satisfy my idea of the responsibility of a liberal arts education in modern society. The former is too inertial and implies a keeping up with the past. The latter is too emphatically careerist.

"The liberal arts college might better serve the needs of a Great Society by emphasizing a viewpoint different from careerism and over-specialization. If I describe the viewpoint—and this is the third possibility in the role of the liberal arts college—as that of a responsibly civilized man, I expect the phrase will lack 'color.' But it lacks neither identification nor recognition. We all understand what is meant. The civilized man is identifiable with "the central, continuous, and perennial culture of the Western world" as an assimilator *and* revitalizer. Moreover, he is related to an ever-changing process in which scientists, philosophers, artists, and writers, time-out-of-mind, make their revitalizing contribution in human thought and action."

"In education as process it is this tradition and what it represents in which the stablizing factor of our time is to be found. It is in this tradition our civilized students should be anchored as assimilators *and* as creators in their own right. And it is precisely this tradition shared as a common experience—the one commonly shared experience in a curriculum—which has only a fragmented implementation in our liberal arts curriculum today. Where there is a commonly shared experience we have an anchor hold, a place where a meeting of minds can take place, and where a *lingua franca* of the great ideas common to the Hebraic and the Hellenic and the Roman and the Western European and the American worlds is understood. In its absence our modern Redburn carries only an outdated guidebook in his pocket. I would amend Melville's conclusion in the guide-book episode in *Redburn*. "Every age," he writes, "makes its own guide-book, and the old ones are used for waste paper." Every age, I suggest, makes its own guidebook by assimilating, revitalizing, and creating out of the realities of the past the necessities of the present and the expectations of the future."

When Doc finished, an hour and ten minutes had gone by since we started—all the panelists had agreed to "about five minutes" for introductory remarks but professorial habits are not easily broken. There were questions from the floor. "Did Professor Cook think that the pressures for specialization existed at Middlebury." Yes. The Dean of Men was welcomed into "the Zoo Keepers profession" by Doctor James McLeod, Middlebury '26, Dean of Students at Northwestern University. A lady near the fireplace insisted that the panel had not paid enough attention to the special problems of educating women. I looked desperately for Elizabeth Kelly who had had to leave early and the five men on the panel looked grim. The meeting ended at 10:00—called because of the weather and we all dashed through the clear, cold night back to the convivial warmth of the Inn. There was a telephone call from the baby-sitter that my four-year-old daughter had a stomach ache. As we drove down the mountain I was sure that my daughter at her alumni gatherings in the next century would find the world beset with problems and the guide-book of 1966 quaintly out of date.

THE LIBRARY COLLECTION AND THE TEACHING PROGRAM

(*Continued from page 11*)

dollars a year per man. This is a consideration that should not be lost sight of by those who administer great universities.

Fifth, a library is vital to proper exploitation of our intellectual resources.

Sixth, the library is essential to maintenance of free access to ideas, and to the functioning of the untrammeled mind. Thought control will never be successful so long as books are freely and widely available. Here the laboratory can never take the place of the library.

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[1]Libraries and Universities; Addresses and Reports, by Paul Buck (Cambridge. Harvard University Press 1964), p. 9.

THE ROLES WE PLAYED

(*Continued from page 13*)

All in all, our life here at Middlebury has been characterized by change. Some of it we have initiated; other change we have only witnessed. We watched with satisfaction as large funds were made and ambitious plans laid. We saw the Sunderland Language Center being constructed, and, while we had reservations about the building's contribution to our life of aesthetic enjoyment, we nevertheless recognized its value to Middlebury's language program. We realized also that the future would bring a much-needed science center, music-fine arts center and additional dormitories. Most significantly, we saw change reaching the heart of the College—the faculty and the curriculum. Improved salaries will enable the College to bring more talented teachers to the campus; the leave program will give present teachers the opportunity to make themselves better, more vitally interested and interesting teachers. The effect of changes in procedures for granting tenure, as President Armstrong has said, will be "to promote and to safeguard freedom of investigation and

freedom of exposition."

Many of us have worked under the new senior program initiated this year that allows students greater opportunity for advanced independent research in their major field. Under the system, which will be adopted by all departments in the next few years, seniors will accumulate credit hours by writing a senior thesis in addition to pursuing regular independent study programs. Announcements by the faculty this spring indicate a trend toward greater curriculum flexibility and increased course offerings.

We recognize the positive change in the direction of "the center of excellence" Dr. Armstrong defined in his inaugural address; yet we also see that more change is needed, such as the examination and revision of the credit and grading systems, the school calendar, and the freshman and sophomore curriculums.

As witnesses and participants in the transition of Middlebury College to a "center of excellence" we have awaited eagerly the report of the Ad Hoc Committee on Student Life. This committee, formed this year to make recommendations concerning the social needs of a changing and expanding college, has not disappointed us. It has given us much food for thought: what *should* the Middlebury College of 1975 be like to take best advantage of the opportunities for intellectual growth offered by a co-ed residential college?

The Ad Hoc Committee's recommendations included an expanded fraternity system, a system of "societies" that would take over the fraternities' social, housing and dining functions, and a "commons" system. The final word that will determine the direction of future social change at Middlebury has yet to be heard.

Four years at Middlebury has meant change in ourselves and in the College itself. There has been confusion and resentment, but along with those feelings a growing conviction that the College *is* going somewhere, that the coil of pent-up energy is slowly unwinding. We know that in ten years Middlebury College will not be the one we knew, but we do not know whether it will be the one we dreamed about, the one for which we were groping in our four years there. We *will* be able to say that we were there in the "moment" of transition and that we made our contribution toward positive change.

SPORTS REPORT

Suffering from a larger than usual loss of veteran personnel through graduation, the Middlebury College football and soccer teams face an uncertain future this fall.

FOOTBALL: Duke and his staff will have their work cut out for them when football camp opens September 1. This year instead of just filling the slots they are faced with building an entire offensive backfield. The defensive team was hit by losses, but not as hard.

About 30 candidates—half of them lettermen—are expected to report for camp. One of the keys to the Panther season could be sophomore Charlie Brush, who quarterbacked the freshman eleven to a 3–1 record last year, passing for six touchdowns and running for two more.

SOCCER: Panther players were probably hit harder by losses with 12 out of 20 lettermen graduating including two All-Americans —J. Davis Webb and Dave Nicholson—and one of the East's top goalies—Bayard Russ.

It will be difficult to come close to matching the 1965 squad, which went undefeated with an 8–0–1 record, was co-champion of New England Soccer League and one of the top six teams in the nation.

SPRING SPORTS: Spring sports teams had their "ups and downs," but overall posted a winning season of 31–24. Most successful was the golf team with a good 9–1 mark and a ninth place tie in New England competition.

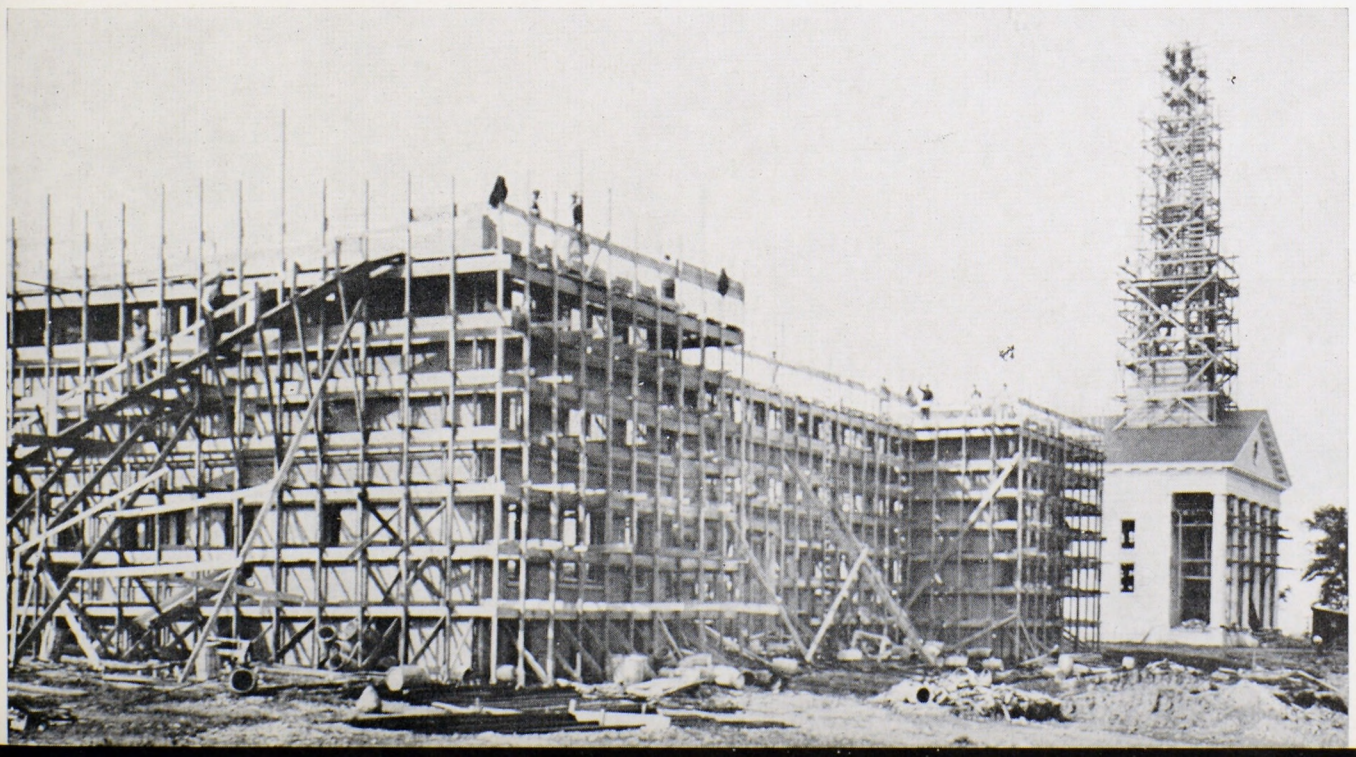
Getting some strong performances from several sophomores and steady play from the veterans, the Panther baseball nine also turned in a winning season with a 7–6 record.

The tennis team posted a fine performance winning five and losing just three. Panther netmen upset favored Vermont in the regular season then went on to place seventh in New England collegiate play.

Middlebury trackmen must be labeled the most improved of the spring teams. They ended a three-year winless drought to finish with a 5–6 record.

The lacrosse team, despite some fine individual play such as All-American Fred Beams; failed to keep pace with the 1965 record and dropped to 5–8.

Commencement 1966 marked the 50th Anniversary of the dedication of Mead Chapel. Picture (below) shows construction of the Chapel and Hepburn Hall which was opened in September 1916.



Fall Schedules . . .

Football

	VARSITY
Sept. 17	Rensselaer Polytech
24	Wesleyan*
Oct. 1	Worcester Tech* (*Homecoming*)
8	Williams
15	Hamilton
22	Bates* (*Parents' Day*)
29	Norwich*
Nov. 5	Vermont

	FRESHMAN
Oct. 8	Rensselaer Polytech*
15	Amerst
21	Norwich*
29	Williams
Nov. 4	Vermont*

* home game

Soccer

	VARSITY
Sept. 23	Dartmouth*
Oct. 1	Williams
5	Springfield*
8	M.I.T.
12	Union*
19	Vermont*
22	Connecticut* (*Parents' Day*)
29	Rensselaer Polytech
Nov. 5	Norwich

	FRESHMAN
Oct. 6	Norwich
11	Dartmouth*
14	Vermont
21	Rensselaer Polytech*
29	Union

* home game

Parents' Weekend

1966
Oct. 21-23

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YOUR FAMILY AND MIDDLEBURY
SUMMER ISSUE • 1966

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